DOCUMENT RESUME

ED 315 480 UD 027 245

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TITLE Jefferson County Schools within Student Compliance Guidelines for First Time but Segregation Exists in Almost All Advance Programs 1987-88. Staff Report 88-9.
INSTITUTION Kentucky Commission on Human Rights, Louisville.
PUB DATE Jul 88
NOTE 59p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrators; Advanced Placement Programs; *Black Students; *Black Teachers; Elementary Secondary Education; Enrollment Trends; Program Evaluation; *Racial Distribution; Racially Balanced Schools; Racial Segregation; *School Desegregation; *School Statistics; Teacher Distribution
IDENTIFIERS Jefferson County Public Schools KY

ABSTRACT

This paper reports on the status of desegregation of students, teachers, administrators, and central office personnel in the Jefferson County Public Schools (Kentucky) for the 1987-88 school year. The report indicates that although all schools were brought within the student enrollment guidelines for the 1987-88 school year, many problems remain unsolved. The following desegregation problems are discussed: (1) student enrollment at some schools still does not meet state distribution guidelines; (2) advanced programs and black teachers and administrators are still being segregated; (3) segregated advanced programs are used to offset racial imbalance in regular programs; (4) inner-county schools still have the highest black-student percentages while outer-county schools still have the lowest, and both regions are losing black students; (5) the student ethnic and racial profile is inconsistently reported across schools; (6) new black teachers are still being assigned to predominantly minority schools; (7) the increase in number of black teachers and administrators in the school system is slow; and (8) a disproportionate number of black administrators are assigned to inner- and outer-county schools. Nine graphs are included. Tables of data on student enrollment, teacher and administrator distribution, and students in regular and advanced programs are presented on four appendixes. A bibliography with 14 related publications is provided. (JS)

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Jefferson County Schools Within Student Compliance Guidelines For First Time But Segregation Exists In Almost All Advance Programs 1987-88

Disproportionate numbers of black teachers, coaches and administrators assigned to inner-county schools; Whites concentrated in outer-county schools

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HIGHLIGHTS

1. The Jefferson County Public Schools achieved racial balance of black and white students in all its schools during 1987-88 for the first time since school desegregation began in 1975-76.

2. Although enrollments of four schools moved within the compliance guideline between 1986-87 and 1987-88, 39 schools had enrollments within three percentage points of falling outside the guideline in 1987-88 compared to 30 schools with enrollments either at or beyond the outer boundaries of compliance during 1986-87.

3. Five schools offering both advance and regular academic programs had enrollments outside the compliance guidelines in each program, but when combined, the racial imbalances offset each other and the schools' enrollments fell inside the compliance guideline.

4. High to extreme segregation existed in almost all of the advanced programs at the remaining 28 schools which offered both advanced and regular programs. For example, the advance program at Coleridge-Taylor Elementary School was 96.9 percent white and Waggener High School had only one black in its advance program compared to 323 blacks in its regular program.

5. For the fifth consecutive year a higher percentage of black students were assigned to the inner-county schools than were assigned to the outer-county schools.

6. For the third consecutive year, district officials used an irregular method of counting student enrollment. This year "other minorities" were counted as blacks at traditional schools. The effect of the method was to artificially raise the number and percentage of "blacks" at traditional schools and probably caused the black-student percentage of one school to move into compliance which otherwise would not have met the black-student minimum.

7. Although the number of additional black teachers rose for the fourth consecutive year between 1986-87 and 1987-88, almost three of four of the 33 additional black teachers employed were assigned to the inner-county schools. The racially imbalanced distribution of additional black teachers contributed to the worst racial distribution of black and white teachers among schools in 12 years.

8. The number of additional black teachers needed to close the black teacher "gap"--the number of additional black teachers needed to raise the percentage of black teachers, at 16.1 percent, to the percentage of black students, at 29.5 percent--rose to 566 black teachers, the worst level in 14 years.

9. Black and white vocational teachers and black and white coaches continued to be concentrated in two sets of schools: the inner-county for blacks, the suburbs in the nmiddle- and outer-county for whites.

10. The percentage of black administrators fell for the first time in five years, and black administrators continued to be concentrated in the inner-county schools while white administrators were concentrated in the outer-county schools.

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PREFACE

This report on the status of desegregation of students, teachers, administrators, and central office personnel in the Jefferson County Public Schools covers the 1987-88 school year. It is based on student enrollment as of January 12, 1988, teacher employment as of October 16, 1987, and employment of school administrators as of August, 1987. All data were supplied by officials of the Jefferson County Public Schools.

The Jefferson County Public Schools brought all schools within the student enrollment guidelines during 1987-88 for the first time since school desegregation began in 1975-76.

All of the 130 regular-program public schools had black enrollments within the revised student enrollment guidelines established in 1984. All elementary schools had between 23 and 43 percent black students, all middle schools had between 22 and 42 percent black students, and all high schools had black enrollment of between 18 and 38 percent.

The achievement of compliance with the desegregation guidelines comes in the fourth year of a geographic/alphabetical student assignment plan which has been implemented in stages and modified since beginning in 1984-85.

Major modifications to the plan made in 1986, which redistricted black elementary students from inner-county schools with too many blacks to outer-county schools with too many whites, were responsible for reducing the number of schools with enrollments outside the guidelines to four during the 1986-87 school year. The 1986 modifications were made after 22 schools and a near-record 33 schools were outside the guidelines in 1984-85 and 1985-86, respectively.

In 1987-88 the modifications succeeded in reaching the goal of compliance with the enrollment guidelines that school officials and the civil-rights community have been seeking for 14 years.

The geographic/alphabetical student assignment plan replaced an alphabetical desegregation plan which had been used between 1975-76 and 1983-84.

Segregation Problems Persist In Advance Program and In Assignment of Black Teachers and Administrators

Despite the attainment of compliance with the enrollment guidelines, the school district still suffered from a number of important unsolved segregation problems. These included:

1. More schools had enrollments near the outer-limits of the enrollment guidelines during 1987-88 than during 1986-87;

2. At five schools, extreme segregation of white students in advance programs was used to offset regular programs with more black students than allowed by the compliance guidelines to pull the schools' black-student enrollments in both programs inside the enrollment guidelines;

3. An extremely high level of segregation existed in almost all of the advance programs at the remaining 28 schools which offered both advance and regular programs;

4. A higher percentage of black students were assigned to the inner-county schools than were assigned to the outer-county schools for the fifth consecutive year;

5. A misleading method of counting "other minorities" as black students was used at traditional schools, which artificially raised black enrollment and probably caused the black-student percentage of one school to move into compliance which otherwise would not have met the black-student minimum;

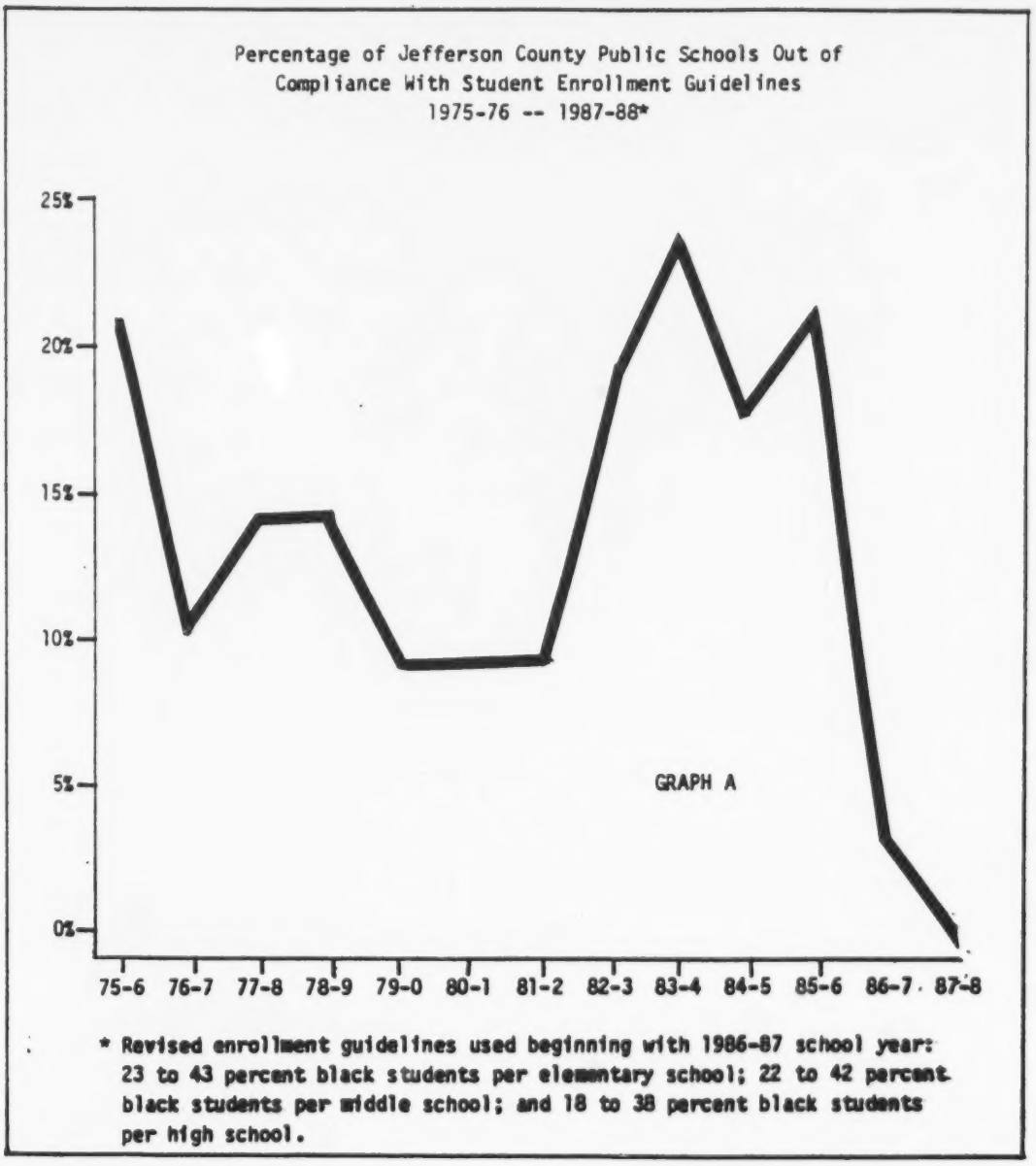
6. An increased concentration of black teachers in the inner-county schools, which contributed to the worst racial distribution of teachers among schools in 12 years;

7. The continued concentration of black teachers at the two vocational schools nearest the West End and the continued existence of totally white faculties in two suburban vocational schools;

8. Very high concentrations of black coaches at Shawnee and Central and very high concentrations of white coaches at many of the outer- and middle-county schools;

9. The percentage of black administrators fell for the first time in five years, and the concentration of black administrators in the inner-county schools and white administrators in the outer-county schools continued; and

10. The number of additional black teachers needed to close the "gap" between the percentages of black teachers and black students rose to a 14-year high despite the fourth consecutive annual increase in the number of black teachers.


Percentage of Jefferson County Public Schools Out of
Compliance With Student Enrollment Guidelines
1975-76 -- 1987-88*
25%
20%
15%
10%
5%
0%
75-6 76-7 77-8 78-9 79-0 80-1 81-2 82-3 83-4 84-5 85-6 86-7 87-8
GRAPH A
* Revised enrollment guidelines used beginning with 1986-87 school year: 23 to 43 percent black students per elementary school; 22 to 42 percent black students per middle school; and 18 to 38 percent black students per high school.

More Schools Have Enrollments Near Outer Limits of Guidelines*

Four schools which were out of compliance with the revised enrollment guidelines in 1986-87 moved into compliance in 1987-88.

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* This report discusses the schools in three geographic regions. The inner-county region consists of schools located inside the area from the Ohio River to a ring formed by Algonquin and Eastern Parkways to the south, and Zorn Avenue to the east. Schools in the middle-county region are located between the inner-county ring and a ring formed by Greenwood and Fern Valley Roads to the south, and Hurstbourne Lane to the east. Outer-county schools are located beyond the miidle-county ring to the county line. A map of the regions of the district is on page iii.

Maupin Elementary and Butler High School had been assigned too many black students in 1986-87, but both had enrollments below the black-student maximum in 1987-88. Maupin's enrollment fell from 43.5 percent to 42.2 percent black students in 1987-88. At Butler, black enrollment fell from 38.4 percent in 1986-87 to 37.9 percent.

Hartstern Elementary and Bruce Middle School, which had been assigned too many white students during 1986-87, each had enrollment above the black-student minimum during 1987-88. Hartstern's black enrollment rose to 25.0 from 22.7 percent black students, and at Bruce, black enrollment rose to 26.7 from 21.9 percent.

However, accompanying the reduction in the number of schools assigned too many black or white students was an increase in the number of schools with enrollments at the outer edges of the compliance guidelines.

Thirty-nine schools had enrollments of within three percentage points of falling outside the compliance guidelines in 1987-88 compared to 30 schools either near or outside the compliance guidelines in 1986-87.

The majority of the increase during the period occurred in the elementary schools. Eight more elementaries were near or outside the outer-limits of the compliance guideline: 25 in 1987-88 compared to 17 in 1986-87.

Seventeen elementaries had between 23 and 26 percent black students in 1987-88, a large increase from eight in 1986-87. Eight elementaries had between 40 and 43 percent black in 1987-88, down slightly from nine elementaries at the upper-end of the compliance range during the year before.

Five or 62.5 percent of the schools at the upper end of the

assignment range were inner-county elementaries, unchanged from 1986-87. Nine or 52.9 percent of the elementaries at the lower end of the compliance range were outer-county schools, a large increase from four during 1986-87.

One middle school had between 39 and 42 percent black students and seven middle schools had between 22 and 25 percent black students during 1987-88. Johnson, in the inner-county, was the only middle school at the upper end of the compliance range. Three of the seven middle schools--42.9 percent at the lower-end of the compliance range--were outer-county schools. Compared to 1986-87, one more middle school was at the upper end but no change occurred at the lower end.

Six high schools had enrollments near the outer-limits of the guidelines during 1987-88 up from four in 1986-87. Central, Butler, and Seneca were between 35 and 38 percent black; Eastern, Fern Creek, and Southern were between 18 and 21 percent black.

The inner-county had 33.3 percent of the high schools with enrollment near the upper end of the enrollment guideline. All of the high schools at the lower end of the compliance guideline are in the outer-county. Seneca and Eastern moved to the edges of the compliance range during the period; the other four schools were at the outer-limits of the guidelines during both years.

Small additions or losses of either black or white students would be enough to move enrollments at any of these schools outside the compliance guidelines during the coming years.

Segregated Advance Programs Offset Racial Imbalance In Regular Programs At Five Schools, Pull All Within Guidelines

Student segregation existed at almost all of the 33 schools that had advance and regular programs during 1987-88. At five of these schools, high concentrations of white students in the advance program were used to offset black enrollment above the compliance guideline in the regular program so that when combined, the school's enrollment moved inside the compliance guideline.* (See Aopendix C).

WHITNEY YOUNG: Most Segregated Elementary With Both Programs

Whitney Young Elementary School was more segregated than any elementary offering both advance and regular programs during 1987-88. All of its advance-program classes and all of its regular-program classes were highly segregated. Its advance program was 92.6 percent white and its regular program was 52.0 percent black.

However, despite the high level of segregation in each program, when combined, they brought Whitney Young's enrollment inside the compliance guideline with 33.4 percent black students.

In its advance program, Young had two blacks and 10 whites in the first grade (16.7 percent black), two blacks and 38 whites in

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* The advance program is offered to academically gifted students in grades one through 12. To be eligible, students must score within the top 10 percent on achievement tests in mathematics and reading. Three criteria are used to select students for the advanced program: screening test results, teacher(s) evaluation, and academic achievement. (Data taken from the brochure "Advance Program" published by the Jefferson County Public Schools).

the second grade (5.0), five blacks and 37 whites in the third grade (11.9), two blacks and 43 whites in the fourth grade (4.4), and three blacks and 46 whites in the fifth-grade (6.1).

The regular-program classes had 37 blacks and 39 whites in the first grade (48.7 percent black students), 36 blacks and 42 whites in the second grade (46.1), 41 blacks and 30 whites in the third grade (57.7), 35 blacks and 36 whites in the fourth grade (49.3), and 28 blacks and 16 whites in its fifth grade (63.6).

Whitney Young's advance enrollment had 14 blacks and 174 whites and its regular enrollment had 177 blacks and 163 whites. Almost 13 black students were in its regular program for every one black student in its advance program.

COLERIDGE-TAYLOR: Advanced Program Overwhelmingly White

Coleridge-Taylor Elementary School had a higher percentage of white students in its advance program than any elementary. The advance program was 96.9 percent white; the regular program was 45.9 percent black. Coleridge-Taylor had 309 whites and 10 blacks in its advance program compared to 127 whites and 108 blacks in its regular program.

Although both programs had enrollments outside the compliance guideline, the school's overall enrollment fell just inside the guideline with 23.8 percent black students.

Coleridge-Taylor's advance program consisted of three blacks and 41 whites in the first grade (6.8 percent black students), one black and 72 white student(s) in the second grade (1.4), one black and 70 white student(s) in the third grade (1.4), no blacks and 54

white students in the fourth grade (0.0), and five blacks and 72 whites in the fifth grade (6.5).

In contrast, three of its regular-program classes had black enrollment above 43 percent. Its enrollment included 29 black and 19 white students in the second grade (60.4 percent black), 26 black and 23 white students in the third grade (53.1), and 18 black and 20 white students in the fifth grade (47.4).

In all, Coleridge-Taylor had 11 black students in its regular program for every black student in its advance program.

WESTPORT: All Advanced- and All Regular-Program Classes Segregated

Westport Middle School had 94.0 percent white students in its advance program and 44.7 percent black students in its regular program. None of its classes in the advance or regular programs were racially balanced within the compliance guideline of from 22- to 42-percent black students per middle school. When combined, however, the segregation gave Westport an overall enrollment of 37.6 percent black students.

Westport' advance program had only nine black students: six blacks in the sixth grade (10.2 percent black), three blacks in the seventh grade (6.2), and no blacks in the eighth-grade.

In contrast, its regular program included 90 blacks in the sixth grade (43.9 percent black students), 95 blacks in the seventh grade (48.2), and 91 blacks in the eighth grade (42.1).

Westport had almost 31 black students in its regular program for every black student in its advance program.

JOHNSON: One Black In Advance Program For Every 17 Black Students In Regular Program

Johnson Middle School had 82.0 percent white students in its advance program and 45.6 percent black students in its regular program. The high percentage of black students in its regular program offset the high percentage of white students in its advance program and gave it an overall enrollment of 41.6 percent black students, just inside the compliance guideline.

Two of its advanced-program classes were segregated with too many white students and all three of its regular-program classes had more black students than allowed by the compliance guideline.

Its sixth-grade advance class had 12.0 percent black students and its eighth-grade advance class 17.8 percent black students. In its regular-program classes, Johnson had 75 black and 94 whites in the sixth grade (44.4 percent black students), 67 black and 87 white students in the seventh grade (43.5), and 85 black and 90 white in its eighth grade (48.6). It had no more than five black students in any of its advance classes.

Johnson had over 17 black students in its regular program for every black student in its advance program.

SENECA: Only High School With Advance- and Regular-Program Classes Assigned Enrollments Outside Compliance Guideline

At Seneca, an enrollment of 92.2 percent white students in the advance program compared to 43.0 percent black students in its regular program. Segregated white enrollment in the advance program was used to offset the assignment of too many black students in its

regular program, and Seneca's overall enrollment of 37.7 percent black students fell just inside the high school compliance guideline of from 18- to 38-percent black students.

Although the 20 blacks in Seneca's advance program were more than in any other high school, three of its advance-program classes were highly segregated. Its advance program had no blacks in the ninth-grade, 12 blacks in the 10th-grade (16.7 percent black students), six blacks in the 11th-grade (8.6), and two blacks in its 12th-grade advance class (3.7).

Three of Seneca's regular-program classes had black enrollment above 43 percent. The ninth-grade was 45.5 percent black, its 10th-grade was 49.5 percent black, and its 11th-grade class had black enrollment of 43.0 percent.

Seneca had 20 black students in its regular program for every one black student in its advanced program.

OTHER HIGH SCHOOLS: Severe Segregation Marks Many Advanced Programs

The advance programs in the seven high schools other than Seneca were more severely segregated than comparable programs in the elementary and middle schools, and some had exceptionally high segregation. None of the the seven had enrollments of less than 88 percent white students.

Waggener's advance program was the most segregated in the district with an enrollment of 99.0 percent white students. Its 10th-, 11th-, and 12th-grade advance programs were 100 percent white. Waggener had only one black student in its advance program compared to 323 blacks in its regular program.

Atherton's advance program was 98.3 percent white. Its 10th- and 12th-grade advance classes were 100 percent white. Atherton had only three blacks in its advance program compared to 218 blacks in its regular program--a ratio of almost one to 73.

In other advance programs, Ballard had an enrollment of 95.6 percent white, with 21 blacks in the regular program for every one in the advance program; Eastern was 94.4 percent white, with 23 regular-program blacks for every advance-program black student; Manual was 89.5 percent white with a 21 to one regular/advance black student ratio; and Pleasure Ridge Park was 92.8 percent white with 16 blacks in regular-program classes for every black in the advance program.

Central was the only high school with an advance program enrollment racially balanced within the enrollment guideline, but with only 48 advance students, it had by far the smallest program of any high school.

In contrast to the extreme segregation in all but one advance high-school program, the regular-program enrollments of all the high schools except Seneca's were racially balanced within the high-school compliance guideline.

OTHER ELEMENTARY AND MIDDLE SCHOOLS: Segregation Severe in Almost All Advance Programs

Enrollment in the advance programs was above 90 percent white at all but two of the 13 remaining elementaries.

Kerrick was the only elementary which had a racially balanced advance program. With an enrollment of 23.7 percent black, only its fourth-grade advanced class had an enrollment outside the guideline.

Fern Creek, which had an advance enrollment of 80.9 percent white, was the only other elementary with fewer than 90 percent white students in its advance program.

A slightly more segregated picture existed in the remaining eight middle schools offering both advance and regular programs. Enrollment ranged from 93.1 percent white at Highland to 79.0 percent white at Meyzeek. Noe, with an advance-program enrollment of 27.7 percent black, was the only middle school to have an advance-program enrollment inside the guideline.

Inner-County Schools Still Have Highest Black-Student Percentages, Outer-County Schools Have Lowest; Both Regions Lose Blacks

A higher percentage of black students continued to be assigned to the inner-county schools closest to the predominantly black neighborhoods of the county compared to the percentage of blacks assigned to the outer-county schools in the predominantly white suburbs during 1987-88. Although both inner- and outer-county schools lost black students between 1986-87 and 1987-88, little change occurred in the percentages of black students assigned to the two regions.

Blacks were 33.2 percent of all inner-county students compared to 27.1 percent of all outer-county students during 1987-88. The percentage of black students assigned to the outer-county schools dropped slightly from 27.8 percent in 1986-87. No change occurred in the percentage of black students in the inner-county schools during the period.

The percentages of black students in the inner-county

elementary and high schools rose slightly but declined in the middle schools during the period. In the outer-county, the percentages of black students fell in the elementary and middle schools but rose in the high schools.

In the elementary schools, inner-county blacks were 34.1 percent of all students in 1987-88, up from 33.7 percent in 1986-87. In the outer-county elementary schools, blacks made up 29.9 percent of all students, down from 32.1 percent in 1986-87.

Blacks in the inner-county middle schools made up 32.6 percent of all students in 1987-88, down from 33.5 percent in 1986-87. The percentage of blacks in the outer-county middle schools fell also: to 26.7 percent of all students from 27.0 percent.

At the high-school level, inner-county blacks were 32.0 percent of all students in 1987-88, essentially unchanged from 31.9 percent in 1986-87. The percentage of blacks in the outer-county high schools rose: to 23.8 percent in 1987-88 from 21.8 percent the year before.

Inconsistent Student Count Moves One School Into Compliance

A misleading and an inconsistent method of counting non-black minority students among black students at traditional schools was responsible for pulling one school into compliance with the enrollment guideline that probably otherwise would have had too few blacks. It was the third consecutive year in which the district has altered student counting methodology to improve its desegregation picture.

District officials counted American Indian, Asian, and

Hispanic students along with blacks as "other" students at the following traditional schools during 1987-88: Carter, Audubon, and Greathouse/Shryock elementary schools; Jefferson County and Barrett middle schools; and Male High School.

Black students have been counted separately at all regular schools and, until this year, at all traditional schools since 1975-76, because an accurate count of black student enrollment has always been considered the way to measure desegregation success or failure. Non-black minorities have historically been included with whites as "other" students or counted separately.

The effect of counting other minorities with blacks is to obscure true black enrollment and artificially increase the percentage of black students at the traditional schools.

That artificial increase was enough to apparently pull "black" enrollment at one school--Greathouse/Shyrock--inside the compliance guideline.

That conclusion is based on a student count made by district officials on September 20, 1987 for the Kentucky Department of Education. At that time, Greathouse/Shyrock had nine Asian students. If those nine students are subtracted from the 114 "other" students reported by school officials in their count of January 12, 1988, Greathouse/Shyrock would have had 105 blacks who were 21.4 percent of all students.

That almost perfectly matches the 106 black students counted separately for the state on September 20.

BLACK TEACHERS ADDED FOR FOURTH CONSECUTIVE YEAR, BUT INNER-COUNTY SCHOOLS ADD DISPROPORTIONATELY LARGE NUMBER; RACIAL DISTRIBUTION OF TEACHERS AMONG SCHOOLS MOST SEGREGATED IN 12 YEARS

District officials employed 33 more regular-program black teachers during 1987-88 than during 1986-87: 689 compared to 656. The increase marked the fourth consecutive year in which more blacks were teaching in the Jefferson County Public Schools. Six-hundred fifteen black teachers were employed during 1984-85 and 622 were employed during 1985-86.

The percentage of black teachers, however, has not kept pace with the four-year black-teacher increase. Blacks have been 16.1 percent of all teachers during each of the last three years after comprising 16.8 percent of the district's teachers in 1984-85.

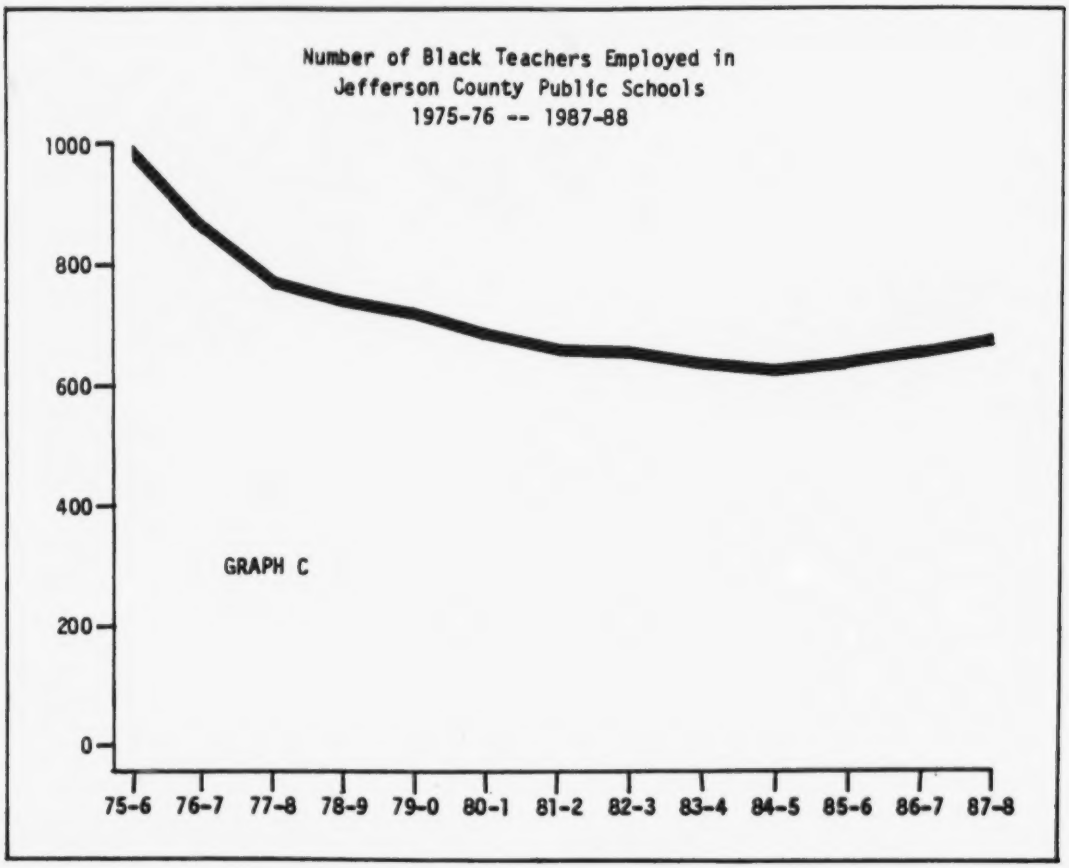
Nor has the racial distribution of black and white teachers among schools progressed with the increased number of black teachers.

District officials increased the concentration of black teachers in the inner-county schools by assigning almost three of four of the black teachers added during the last year to those schools nearest the largest concentration of black students.

In contrast, the middle- and outer-county schools in the predominantly white suburbs gained only a handful of the additional black teachers.

The inner-county schools gained 24 or 72.7 percent of the 33 black teachers added during the period. With 26.7 percent of the district's black teachers, the inner-county schools should have proportionally received about one of four of the 33 black teachers rather than almost three of four.

The addition of 24 black teachers to the inner county schools



was a 13.6 percent increase from the 177 blacks teaching in the inner-county schools during 1986-87. This was much larger than the percentage increases in the district's other two regions: the middle-county schools added one black teacher, an increase of 0.4 percent, and eight black teachers were added to the outer-county schools, an increase of 4.0 percent.

As a result of this disproportionate teacher assignment, the percentage of inner-county black teachers rose at each school level to three-year highs. In the outer-county, the percentage of black teachers fell to three-year lows at the elementary- and middle-school levels, but rose to a three-year high in the high schools.

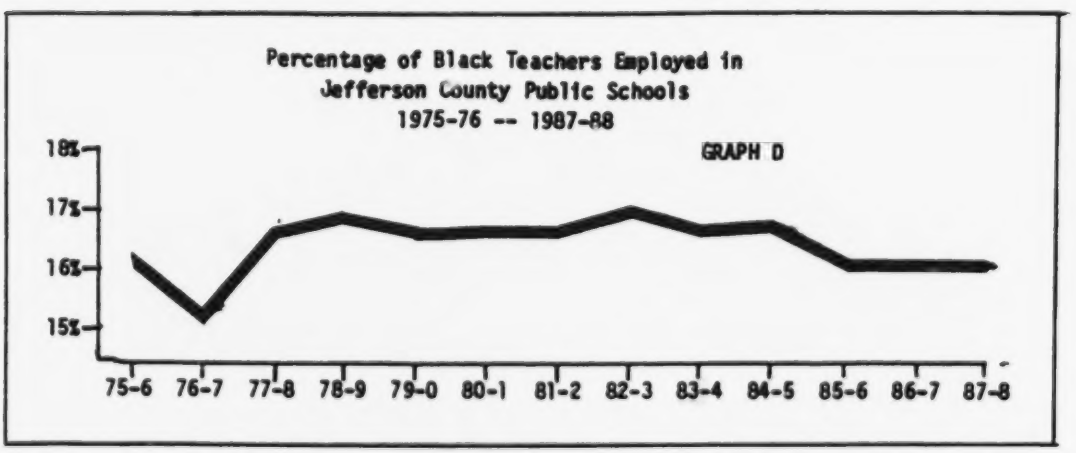
Blacks made up 22.4 percent of the inner-county elementary teachers but only 16.6 percent of the outer-county teachers.

Among middle-school teachers, blacks made up 20.7 percent of the inner-county teachers compared to only 15.6 percent of the outer-county middle-school teachers.

In the high-schools, blacks were 15.1 percent of the inner-county teachers compared to 10.3 percent in the outer-county.

Adding up the school levels, blacks were 20.2 percent of all inner-county teachers but only 14.2 percent of all outer-county teachers. No change has occurred in the percentage of black teachers in the outer-county schools for the last three years.

District-wide, blacks were 18.5 percent of all elementary school teachers, 18.5 percent of all middle school teachers, and 11.1 percent of all high school teachers.



Imbalanced Assignment of New Black Teachers Causes Worst Racial Distribution of Teachers Among Schools In 12 Years; Inner-County Concentration of Black Teachers Grows

The disproportionate assignment of additional black teachers to the inner-county is reflected in a sharp increase in the number of schools not assigned racially balanced teaching staffs as measured by the Singleton Standard for certified teachers.*

The inner-county schools had the worst increase in teacher segregation during the last year and for the fifth consecutive year had the highest percentage of schools assigned disproportionately high numbers of black teachers.

Twenty or 64.5 percent of the 31 inner-county schools were assigned more black teachers than allowed by Singleton. This was a 25 percent increase from 1986-87, when 15 or 48.4 percent of the inner-county schools had more black teachers than allowed by Singleton. Only four inner-county schools were assigned more white teachers than allowed by Singleton: Brandeis, Barrett Traditional, Jefferson County Traditonal, and Noe.

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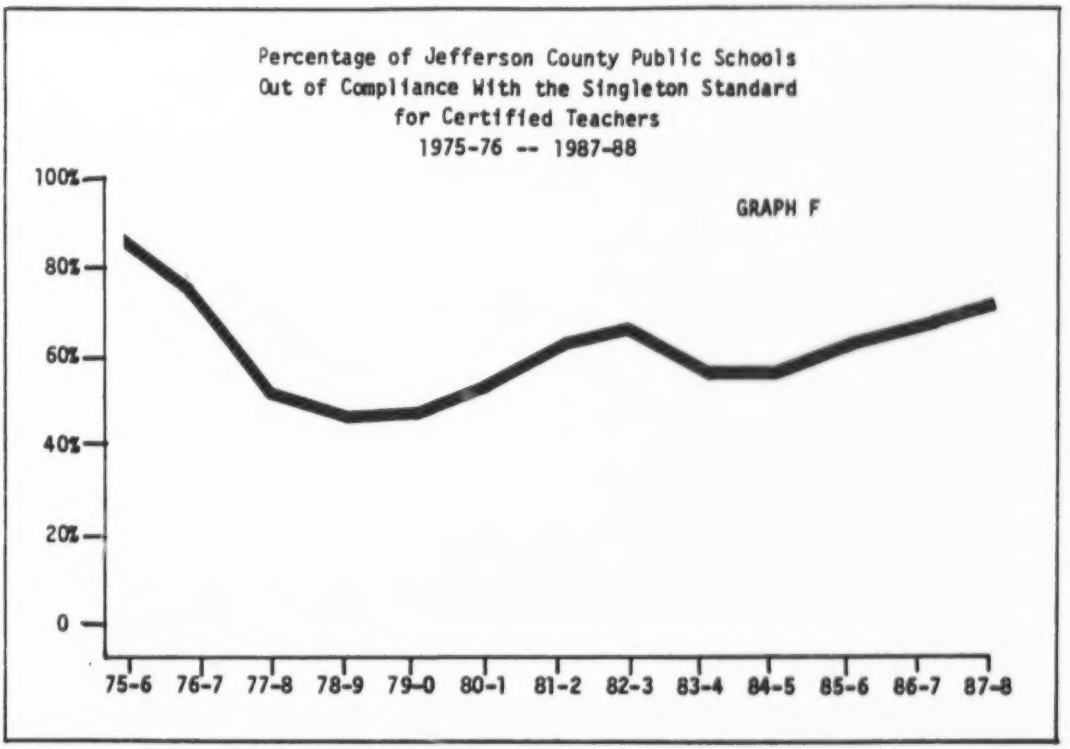
* Singleton v. Jackson Municiapl Separate School District, 419 F. 2d 1218 (1969), requires that the ratio of minority group and majority group Student Serving Personnel in each school must be substantially the same as the ratio throughout the school system for that grade level. The decision states: ". . . The principals, teachers, teacher aides and other staff who work directly with children at a school shall be so assigned that in no case will the racial composition of a staff indicate that a school is intended for Negro children or white students . . . the district shall assign the staff described above so that the ratio of Negro teachers to white teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system." The 1975 desegregation order provided the school system follow the Singleton ratio. assigned more black teachers than the district-wide averages of 18.5



The increase broke a three-year decline in the percentage of inner-county schools assigned a disproportionately high number of black teachers, and came close to the worst level since 1984-85, when 65.6 percent of all schools were assigned more black teachers than allowed by Singleton.

In the outer-county, the number of schools assigned disproportionately high numbers of white teachers held about steady during the last year. Twenty-four of 47 outer-county schools--51.1 percent--were assigned more white teachers than allowed by Singleton compared to 52.5 percent in 1986-87. Only 10 of the 47 outer-county schools were assigned more black teachers than allowed by Singleton: Blake, Hartstern, Hite, Johnsontown Road, Layne, Wheeler, Knight, Fern Creek, Moore, and Valley.

The four inner-county schools--12.9 percent--assigned more white teachers than allowed by Singleton were one more than in 1986-87. The 10 outer-county schools--21.3 percent--assigned more black teachers than allowed by Singleton were two times more than the five outer-county schools assigned too many black teachers during the prior year.

In all, 95 of 130 schools or 73.1 percent were not assigned teaching staffs racially balanced with the average district-wide black/white teacher ratio for each school level during 1987-88.

It was the fourth consecutive year in which more schools were assigned faculties that had more black or white teachers than allowed by Singleton. During both 1983-84 and 1984-85, district officials assigned too many black or white teachers to 58.1 percent of all schools. In 1985-86, 63.6 percent of all schools had racially imbalanced faculties, and in 1986-87, 68.2 percent of all schools failed to comply with Singleton.

It was also the worst percentage of schools assigned teaching staffs not racially balanced with Singleton since 1975-76 and 1976-77, the first two years of desegregation when 86.0 percent and 77.5 percent of all schools, respectively, were assigned racially imbalanced faculties.

However, compliance with Singleton has been easier in recent years than it was during the beginning of school desegregation. District officials at that time had to contend with unique problems, including the merger of the old Louisville school district with the Jefferson County Public Schools, which complicated compliance with Singleton.

Black Teacher Gap Continues to Grow, Now at Worst Level

District officials needed to hire more black teachers to close the "gap" between the percentage of black teachers and the percentage of black students in 1987-88 than in any year since school desegregation began.

Five-hundred sixty-six additional black teachers were needed to raise the percentage of black teachers, which stood at 16.1 percent of all teachers, to the percentage of black students, which stood at 29.5 percent of all students.

The gap of 566 black teachers was up from 546 during 1986-87. Jefferson County's black teacher gap has increased each year since 1982-83, when it stood at 406 black teachers.

Elementary Schools Gain Most Black Teachers

The black-teacher increase during the last year occurred mainly in the elementary schools. District officials added 22 black elementary teachers or 66.7 percent of the 33 additional black teachers employed district-wide. The addition raised the number of black elementary teachers to 369.

Despite the increase, the addition of a proportionately larger number of white elementary teachers caused the percentage of black teachers to fall from 18.8 percent in 1986-87 to 18.5 percent, the second lowest level since school desegregation began. Only during 1976-77 when blacks were 17.4 percent of all elementary teachers did district officials employ a lower percentage than in 1987-88.

It was the fourth consecutive year in which more blacks were

employed as elementary teachers. Blacks were 313 or 20.2 percent of all elementary teachers in 1984-85; 319 or 19.3 percent in 1985-86; 347 or 18.8 percent in 1986-87; and this year blacks were 369 or 18.5 percent of all elementary teachers.

In the middle schools, district officials employed nine more black teachers in 1987-88 than in 1986-87. The 172 black middle school teachers employed in 1987-88 were 18.5 percent of all middle school teachers.

It was the third consecutive year in which a higher number and percentage of blacks were employed as middle-school teachers. In 1985-86, 158 blacks were 17.9 percent of all middle-school teachers and in 1986-87, 161 blacks were 18.2 percent of the district's middle school teachers.

No change occurred in the number or percentage of black high-school teachers between 1986-87 and 1987-88. District officials employed 148 blacks who were 11.1 percent of all high school teachers during both years.

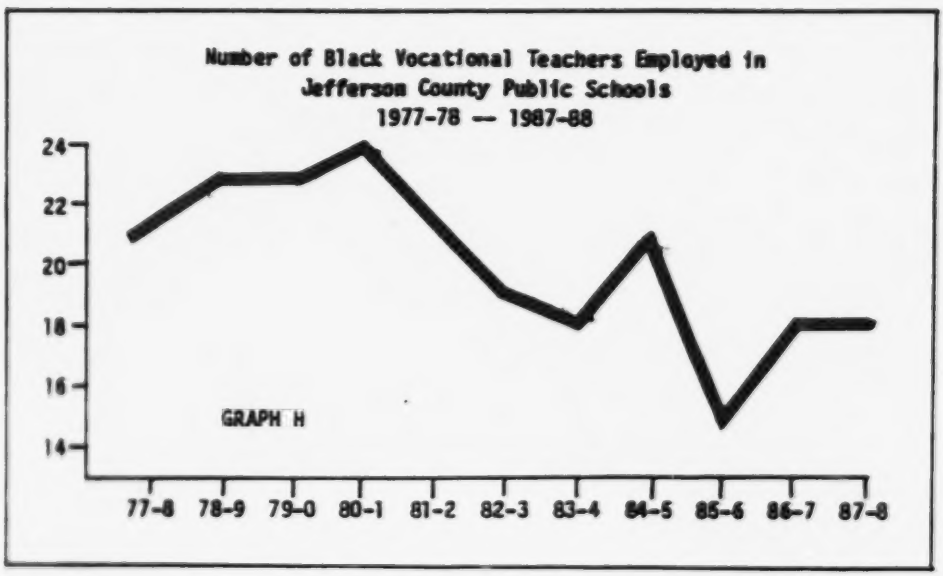
Prior to the last two years, 132 blacks were 10.9 percent of all high-school teachers in 1984-85 and 145 were 10.9 percent in 1985-86. At 11.1 percent of all high-school teachers, a higher percentage of blacks were high school teachers in 1987-88 than in any year since 1982-83.

PERCENTAGE OF BLACK VOCATIONAL TEACHERS FALLS TO SECOND-WORST LEVEL; TWO VOCATIONAL SCHOOLS STILL NOT ASSIGNED A SINGLE BLACK TEACHER

Eighteen black vocational teachers were employed in the Jefferson County Public Schools during 1987-88, no change from 1986-87. However, the addition of two white vocational teachers reduced the percentage of black vocational teachers from 11.7 to 11.5 percent, the second-lowest level since 1977-78. The racially imbalanced distribution of black and white vocational teachers among the nine vocational schools showed a slight improvement from last year but remained highly segregated.

Pleasure Ridge Park and Jeffersontown vocational schools were again not assigned a single black teacher. Pleasure Ridge Park has not had a black vocational teacher since 1977-78, and Jeffersontown has not had a black vocational teacher since 1985-86.

Westport Vocational School was assigned a black vocational

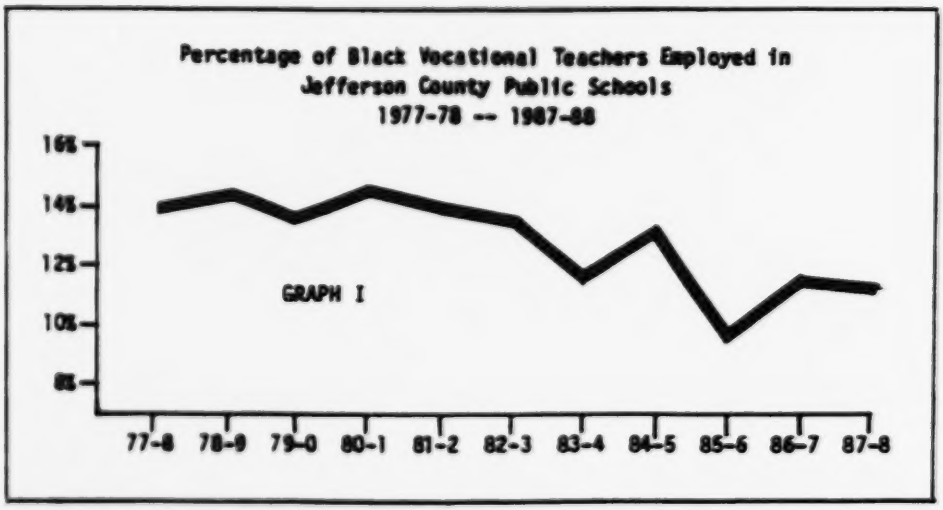


teacher in 1987-88 for the first time since 1980-81. Two other vocational schools located in the predominantly-white outer-county region--Fairdale and Louisville Urban--were also assigned one black teacher during 1987-88.

In contrast to the low number of black teachers assigned to the vocational schools located in the suburban areas of the district, two of the vocational schools nearest the largest concentration of black families in the district were again assigned the largest numbers of black teachers.

Six black teachers were assigned to Detrick and four black teachers were assigned to Millcreek during 1987-88. One more black taught at Detrick during 1987-88 than during the previous year and no change occurred in the number of black teachers at Millcreek.

Since 1981-82, the two vocational schools nearest the West End have consistently had the highest number of black teachers in the district. With 10 black teachers between them, over 55 percent of the district's black vocational teachers in 1987-88 were assigned to



GRAPH I

just 22 percent of the nine vocational schools.

At 11.5 percent of all vocational teachers, blacks made up a lower proportion of the vocational education staff than the proportion of blacks as regular-program teachers, school administrators, or coaching staff.

BLACK COACHES AND ATHLETIC DIRECTORS CONCENTRATED IN INNER-COUNTY HIGH SCHOOLS, WHITES CONCENTRATED IN OTHER REGIONS

Blacks made up an exceptionally large percentage of inner-county high school coaches while white coaches were concentrated in the outer-county during 1987-88. The segregation of coaching staffs between the two geographic regions was worse than the concentration of black and white teachers and administrators.*

The concentration of black coaches in the inner-county was centered at Shawnee and Central high schools. These two schools alone had over one-third of the district's black coaches.

Their 30 black coaches--35.7 percent of the 84 black coaches--also included the only two black athletic directors in the district.

Shawnee had 18 black coaches and two white coaches--90.0 percent black--and Central had 12 black coaches who made up 50.0 percent of its coaching staff.

Adding the five blacks coaching at Male and Manual, the four

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* Data on athletic directors and coaches for 1986-87 cited in this report include data on coaches in field hockey, soccer, volleyball, and wrestling. Data in the 1986-87 report included only data for coaches in football, basketball, and cross-country. Data for 1987-88 includes coaches in all sports.

inner-county high schools had 35 or 41.7 percent of Jefferson County's black coaches during 1987-88. Thus two in five of the district's black coaches were assigned to one in five of the district's high schools.

In the outer-county's seven high schools, 20 blacks were just 13.2 percent of all coaches.

Fairdale, Jeffersontown, and Southern only had one black coach each. They were 4.5 percent of the coaches at Fairdale and Jeffersontown, and 4.8 percent of Southern's coaches. Fern Creek had two black coaches who were 9.5 percent of its coaching staff.

The three remaining high schools were assigned 75 percent of the outer-county's black coaches. Moore had six black coaches who were 30.0 percent of its coaching staff, Eastern had four black coaches who made up 16 percent of its coaching staff, and at Valley, five blacks were 23.8 percent of all coaches.

Black coaches were almost as under-represented in the middle-county high schools as they were in the outer-county schools. Twenty-nine blacks were 14.6 percent of the middle-county's high school coaches.

Atherton and Waggener had only one black coach. They were 4.8 percent of Atherton's coaches and 4.2 percent of Waggener's coaches. Iroquois, Pleasure Ridge Park, and Western each had two black coaches who were were no more than 10 percent of their coaching staffs.

Again, a handful of schools--in this case Butler and Seneca--had a high concentration of black coaches: 13 or 44.8 percent of the middle-county's 29 black coaches. At Butler, six black coaches were 28.6 percent of the coaching staff. At Seneca,

seven black coaches were 28 percent of the coaching staff.

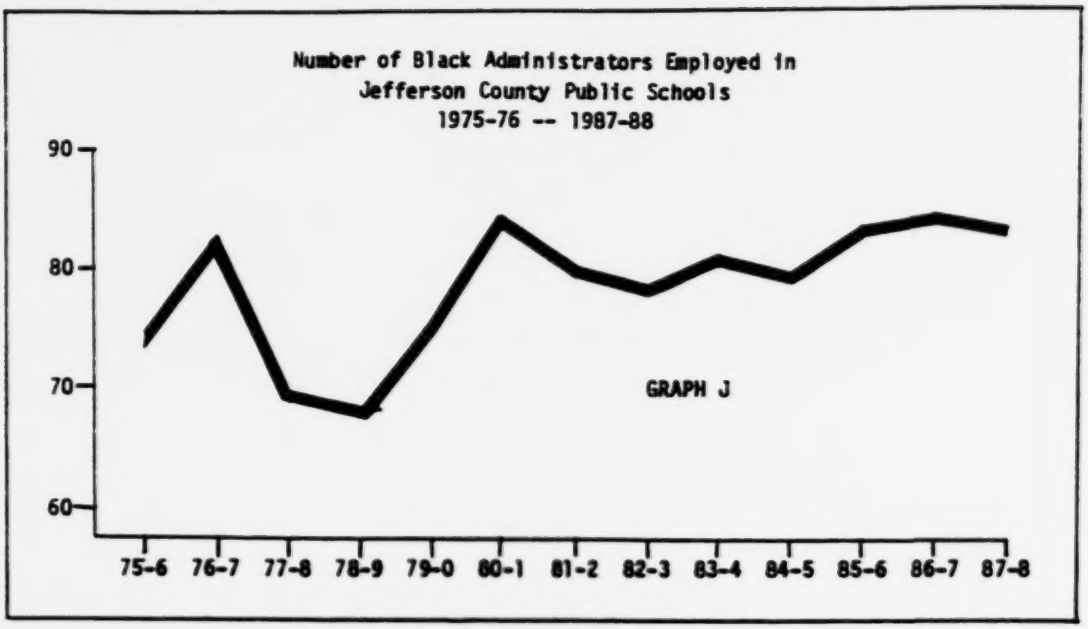
Segregation of black coaches was worse in the inner-county and slightly less severe in the outer-county during 1987-88 than during the previous year. Blacks were 41.2 percent of all inner-county coaches during 1987-88 up from 36.7 percent during 1986-87. In the outer-county, the percentage of black coaches rose to 13.2 from 11.4 percent in 1986-87. In the middle-county schools the percentage of black coaches fell to 14.6 from 17.3 percent.

District-wide, blacks were 19.3 percent of all high-school coaches and athletic directors during 1987-88, an improvement the year before, when blacks made up 19.1 percent of the district's high-school coaches.

PERCENTAGE OF BLACK ADMINISTRATORS DECLINES FOR FIRST TIME IN FIVE YEARS; DISPARITY OF ASSIGNMENTS TO INNER- AND OUTER COUNTY SCHOOLS CONTINUES

District officials employed 83 black administrators in 1987-88, one fewer than during the previous year. The loss reduced the percentage of black administrators to 19.9 percent from 20.3 percent in 1986-87. It was the first decline in the percentage of black administrators since 1982-83, when 18.7 percent of the district's administrators were blacks.

As in previous years--and as in the distribution of black and white students and teachers--district officials concentrated black administrators in inner-county schools and assigned lower numbers of black administrators to the outer-county schools again during 1987-88.

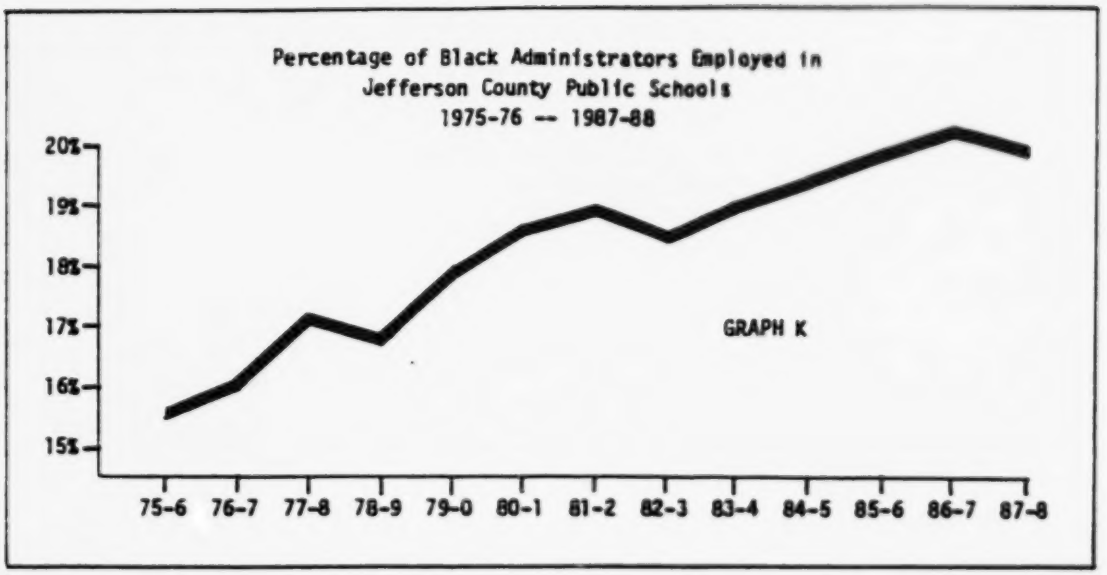


Blacks were 27.7 percent of all inner-county administrators and 15.5 percent of all outer-county administrators. Both percentages declined slightly from the year before.

Few changes occurred in the segregated assignment of black administrators to inner- and outer-county schools at each school level. Blacks were 33.3 percent of all inner-county elementary-school administrators during each of the last two years. The percentage of black elementary administrators in the outer-county schools fell to 12.1 from 12.5 percent in 1986-87.

No change occurred in the distribution of black administrators in the middle schools nor was there any disparity in the percentages of black and white administrators assigned to inner- and outer-county schools. Blacks were 22.2 percent of all inner-county middle school administrators and 22.6 percent of all outer-county middle-school administrators during each of the last two years.

At the high school level, blacks were 24.0 percent of all inner-county administrators--down from 25.0 percent in 1986-87, and



15.7 percent of all outer-county administrators, unchanged from 1986-87.

The elementaries were the only school level to lose black administrators during the last year. Thirty-seven blacks were administrators in the elementary schools compared to 40 in 1986-87.

Twenty-one blacks were employed as middle-school administrators, unchanged from 1986-87.

The 25 black high school administrators during 1987-88 were two more than during 1986-87. However, at 17.7 percent, a lower proportion of blacks were high-school administrators than at any school level.

District Gains Only Nine Black Administrators During Last 13 Years; Only Elementary Schools Add Black Administrators

The 83 black administrators employed during 1987-88 were only nine more than the 74 blacks employed in administrative positions during 1975-76. All of the gains came at the elementary level; no change occurred in the number of black administrators employed at the middle- and high-school levels during the 13-year period.

The percentages of black administrators have risen in the elementary and high schools, but the middle schools have had a decline in the percentage of black administrators since 1975-76.

In the elementary schools, 28 blacks were 15.0 percent of all administrators in 1975-76 compared to 37 who were 21.3 percent in 1987-88. However, little progress has been made in employing additional black elementary administrators during the last seven years: 36 blacks made up 20.9 percent of all elementary administrators in 1981-82.

The high-point for black elementary administrators was reached in 1986-87, when 40 blacks were 23.3 percent of all elementary administrators.

Twenty-one black administrators were employed in the middle schools during 1975-76, the same number employed 13 years earlier. The percentage of black administrators fell from 26.6 percent in 1975-76 to 20.4 percent in 1987-88.

A higher percentage of blacks were middle school administrators in 1975-76 than in any year since. The number of black middle-school administrators has come no where near the 13-year high of 27 reached in 1976-77.

Both the number and percentage of black middle-school

administrators has declined annually since 1984-85.

The number of black high school administrators has also remained unchanged during the last 13 years. Twenty-five blacks were high school administrators in both 1975-76 and 1987-88. However, the percentage of black administrators rose during that period from 12.0 to 17.7 percent.

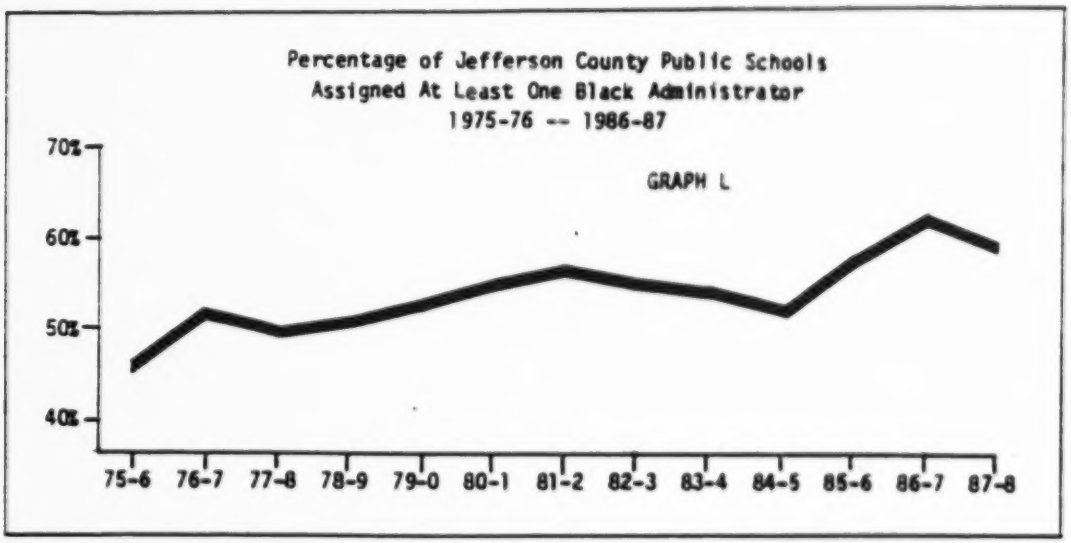
The 13-year high for black high-school administrators was reached in 1979-80, when 27 blacks were employed. At 17.7 percent, a higher percentage of black administrators were employed in the high schools during 1987-88 than in any of the last 13 years.

Three Fewer Schools Have Black Administrators In 1987-88 Than In 1986-87

Seventy-seven schools were assigned at least one black administrator during 1987-88 compared to 80 schools which had one or more black administrators during 1986-87.

The loss of black administrators occurred at three middle-county elementaries--Greenwood, Indian Trail, and Jacob. The loss reduced the number of schools with black administrators to 59.2 percent from 62.0 percent of all schools. The loss broke a three-year increase in the number of schools assigned at least one black administrator.

The number of schools assigned at least one black administrator has shown little change during the 13-year period beginning in 1975-76, when a low of 46.6 percent of the schools had one or more black administrators. The high of 62.0 percent of all schools with at least one black administrator was reached in 1986-87.



The number of schools assigned one or more black administrators has changed even less: the 77 schools with at least one black administrator in 1987-88 equalled the 77 schools which had at least one black administrator in 1976-77.

Black Administrators Evenly Spread Among Positions and School Levels

The district's 83 black administrators, who represented 19.9 percent of all administrators, were about equally distributed among principals, assistant principals, and counselors at all school levels during 1987-88.

Among principals, blacks were 21.8 percent of all elementary principals, 21.7 percent of all middle-school principals, and 20.0 percent of all high-school principals. Blacks made up 21.5 percent of the district's principals during 1987-88.

Of the district's assistant principals, blacks were 16.0 percent of all middle-school assistant principals and 17.3 percent of all the assistant principals in the high schools. Blacks were

16.9 percent of all assistant principals district-wide.

Blacks were 19.6 percent of the district's counselors: 20.7 percent in the elementaries, 20.8 percent in the middle schools, and 17.4 percent in the high schools.

The even distribution of black administrators among each school level contrasts with the imbalanced distribution of black administrators among inner- and outer-county schools.

CONCLUSIONS

Praise is due officials of the Jefferson County Public Schools for their achievements during the last year on the two most important desegregation fronts: racial balance of students in schools and the employment of more black teachers. However, segregation in a number of less visible areas grew worse during the 1987-88 school year.

Those achievements that were made should not be viewed as "high-water" marks never to be reached again but as steps along the way toward greater desegregation progress.

Further gains are needed both in equalizing the distribution of black and white students, and in employing more black teachers and balancing their distribution among schools.

District officials need to pull the enrollments of more schools into the mid-range of the compliance guidelines. The growth in the number of schools with enrollments near the outer-limits of the guidelines suggests that small enrollment changes will be enough to return some schools outside the guidelines.

Among the sources providing that push may be the "stay home" option granted black middle- and high-school students as part of the modifications made to the geographic/alphabetical assignment plan approved in March 1986.

In return for attending a suburban elementary for five consecutive years instead of two or three, black students will be able to forego assignment to a suburban secondary school and attend the middle or high school nearest their home.

Thus, the positive effects gained by assigning more

inner-county black students to the suburban elementaries may soon be offset by increased racial imbalance in some of the secondary schools in both the inner- and outer-county.

Especially vulnerable to creating racial imbalance via the addition of black students in the inner-county are Johnson Middle School (41.6 percent black) and Central High School (36.5).

Suburban schools which might fall below the black-student minimum if large numbers of blacks decide to attend inner-county secondary schools are Kammerer (22.4 percent black), Crosby (22.8), and Stuart (23.5) middle schools; and Eastern (20.5), Fern Creek (20.9), and Southern (20.6) high schools.

Contingency plans to reassign students should be made now, and if the "stay home" option threatens to institutionalize racial imbalance in the secondary schools, district officials will need to redesign student assignment policies as they are required to do by the revised desegregation plan adopted on 4/4/84.

According to that plan, district officials must redraw school boundary lines if a school is outside the student guideline for two consecutive years or for three of five years. They have not yet lived up to this redistricting provision of the desegregation plan they adopted.

Maupin Elementary School was assigned more than 43 percent black students in 1985-86 and 1986-87. District officials did not implement the boundary adjustments they had promised to make four years ago, although Maupin did move into compliance with the enrollment guideline during 1987-88.

District officals cannot allow school compliance to be left to chance. They must live up to their agreement and take decisive

action if school enrollments go beyond the compliance limits set by the 4/4/84 plan.

Better Distribution of Regular Teachers and Coaches Needed; More Black Vocational Teachers Needed

The 1987-88 school-year saw worsening segregation on several additional fronts:

1. the distribution of black and white teachers among schools worsened for the fourth consecutive year and stood just below the worst level since school desegregation began;

2. the percentage of black vocational teachers fell to the second-lowest level since 1977-78 and two vocational schools were not assigned a single black teacher;

3. black coaches were concentrated in inner-county schools while white coaches were concentrated in outer-county schools; and

4. the number of black school administrators fell for the first time since 1982-83.

It is a basic tenant of school desegregation that a desegregated professional staff serve as a role model for a desegregated student body. Employment and distribution of black and white professional personnel during the last year indicate many Jefferson County schools are falling further behind in this important componenet of school desegregation. Coaching staffs, vocational teaching staffs, and regular-program teaching staffs that are heavily weighted to black or white teachers are not fulfilling their capacity to serve as role models.

District officials should make every effort to ensure both that

professional staff reflects the student body it serves and that each school have its fair share of black and white personnel for each profession.

School desegregation is far from complete when serious problems such as these remain unresolved.

Growth in Black Teacher Gap Indicates More Black Teachers Needed

The "gap" between the percentages of black teachers and black students continued to widen during 1987-88 despite the fact that district officials added black teachers for the fourth consecutive year.

. . The sixth consecutive annual increase in the black teacher gap means that 566 more black teachers were needed to bring the percentage of black teachers up to the percentage of black students as of 1987-88.

While closing the gap will be a challenge, school administrators will be aided in their efforts with the district's Minority Recruitment Program, a three-part program designed to pull more black teachers into the school system.

It consists of three parts: 1. an assistance program for college students who are either considering educational careers or who have started but not yet finished teacher training, 2. a teacher-mentoring program for high-school students, and 3. a teacher-mentoring program for middle-school students.

Combined with a continued policy of aggressively recruiting new black college graduates, the recruitment program must continue to increase the number of black teachers. To be completely

successful, it must close the black teacher gap by increasing the percentage of black teachers.

Student Reporting and Counting Methods Still Not Square

District officials used irregular methods of counting student enrollments for the third consecutive year.

District officials counted non-black minority students as blacks at traditional schools for the first time during 1987-88. The effect of this, in addition to breaking comparability with data from previous years, was to make the percentage of black traditional-school students appear higher than in fact it was. Because counting black enrollment has always been the best way to measure desegregation, in previous years blacks were counted separately and students of all other races were counted together.

The irregularity in the counting of minorities as blacks at the traditional schools followed irregular student counts made during the previous two years.

In 1985-86, district officials did not initially include advance and special education students in by-school student counts. In 1986-87, district officials reported by-school black-student enrollment with percentages rounded up or down to the nearest whole number, which had the effect of pulling the enrollments of two schools inside compliance which were actually out by small amounts.

The effect of all these irregular counting methods was to increase the number of schools with enrollments inside the compliance guidelines.

In addition, Commission staff has never had a more difficult

time obtaining the data needed to write its annual report on the Jefferson County Public Schools than during 1987-88. Commission staff made several requests for data on students and professional personnel before receiving them from district officials.

It took Commission staff four months to receive student data and three and one-half months to receive complete data on professional personnel.

District Officials Must Accept Honest, Consistent Reporting Standards

Commission staff in the past has urged district officials to count student enrollment and professional employment in a consistent manner on a regular date instead of arbitrarily selecting dates to count and using student-counting methodology that is most complementary to their needs.

Commission staff again calls on district officials to show the same kind of integrity in reporting statistical data to the public that they demand from their students. Student enrollment should be counted by race, grade, class (special education, regular, advance), and school in mid-November of each year. Professional personnel--including coaches and vocational teachers--should also be counted by race and school in mid-November.

Only in this way can the public be sure how well district officials are living up to both the 4/4/84 plan and the original plan adopted by the district in 1975.

APPENDIX A

Student Enrollment in Jefferson County Public Schools
By Race and Geographic Region, 1987-88*

INNER COUNTY

Elementary	Black	Other	Total	% Black
Atkinson	201	378	579	34.71
Bloom	101	266	367	27.52
Brandeis	123	201	324	37.96
Breckinridge	90	169	259	34.74
Byck	155	331	486	31.89
Carter Traditional	136	391	527	25.80
Cochran	124	166	290	42.75
Coleridge Taylor	141	451	592	23.81
Engelhard	146	253	399	36.59
Foster	167	241	408	40.93
Franklin	73	129	202	36.13
John F. Kennedy	135	196	331	40.78
King	141	189	330	42.72
Lincoln	113	241	354	31.92
Maupin (Parkland)	165	226	391	42.19
McFerran	180	300	480	37.50
Portland	82	267	349	23.49
Roosevelt/Perry	136	270	406	33.49
Shelby	142	272	414	34.29
Wheatley	116	249	365	29.93
Whitney Young	208	359	567	33.39
Totals	2,875	5,745	8,420	34.14

Middle	Black	Other	Total	% Black
Barrett Traditional	168	394	562	29.89
Jefferson County Traditional	247	743	990	24.94
Johnson	258	362	620	41.61
Meyzeek	280	570	850	32.94
Noe	280	497	777	36.03
Western	268	533	801	35.47
Totals	1,501	3,099	4,600	32.63

High	Black	Other	Total	% Black
Central	382	663	1,045	36.55
duPont Manual	364	815	1,179	31.89
Male Traditional	430	1,088	1,518	27.42
Shawnee	294	550	844	32.30
Totals	1,470	3,116	4,586	32.05
Inner-County Totals	5,846	11,960	17,606	33.20

* Data for Appendix A is based on an enrollment count made on 09/05/87 by the Jefferson County Public Schools.

APPENDIX A (Continued)

MIDDLE COUNTY

Elementary	Black	Other	Total	% Black
Audubon Traditional	147	364	511	28.76
Camp Taylor	167	417	584	28.59
Cane Run	172	313	485	35.46
Chenoweth	142	281	423	33.56
Crums Lane	161	388	549	29.32
Field	103	145	248	41.53
Frayser	169	353	522	32.37
Gilmore Lane	131	215	346	37.86
Goldsmith	132	398	530	24.90
Greathouse/Shryock	114	376	490	23.26
Greenwood	122	184	306	39.86
Gutermuth	110	181	291	37.80
Hawthorne	85	127	212	40.09
Hazelwood	209	414	623	33.54
Indian Trail	139	301	440	31.59
Jacob	122	222	344	35.46
Kerrick	101	250	351	28.77
Klondike Lane	133	357	490	27.14
Lowe	118	336	454	25.99
Lowell	106	232	338	31.36
Mill Creek	153	347	500	30.60
Price	152	389	541	28.09
Rangeland	156	270	426	36.61
Rutherford	173	338	511	33.85
Semple	161	318	479	33.61
Shacklette	87	172	259	33.59
Slaughter	100	253	353	28.32
St. Matthews	105	314	419	25.05
Trunnell	131	245	376	34.84
Watterson	128	267	395	32.40
Wellington	195	393	588	33.16
Wilder	130	429	559	23.25
Totals	4,354	9,589	13,943	31.88
Middle	**Black**	**Other**	**Total**	**% Black**
Bruce	182	500	682	26.68
Conway	244	504	748	29.94
Highland	220	569	789	27.88
Iroquois	182	487	669	27.20
Kammerer	216	748	964	22.40
Myers	169	438	607	27.84
Newburg	280	442	722	38.78
Southern	244	423	667	36.58
Thomas Jefferson	305	957	1,262	24.16
Williams (DuValle)	120	423	543	22.09
Totals	2,162	5,491	7,653	28.25
High	**Black**	**Other**	**Total**	**% Black**
Atherton	278	828	1,106	25.13
Ballard	371	1180	1,551	23.92
Butler	413	676	1,089	37.92
Doss	320	1161	1,481	21.60
Iroquois	323	826	1,149	28.11
Pleasure Ridge Park	373	1320	1,693	22.03
Seneca	508	838	1,346	37.74
Waggener	381	795	1,176	32.39
Western	314	675	989	31.74
Totals	3,281	8,299	11,580	28.33
Middle County Totals	9,797	23,369	33,176	29.52

APPENDIX A (Continued)

OUTER COUNTY

Elementary	Black	Other	Total	% Black
Auburndale	131	312	443	29.57
Bates	51	154	205	24.87
Blake	107	215	322	33.22
Blue Lick	101	290	391	25.83
Bowen	120	300	420	28.57
Cochrane	78	157	235	33.19
Coral Ridge	148	234	382	38.74
Dixie	128	247	375	34.13
Eisenhower	87	283	370	23.51
Fairdale	133	220	353	37.69
Fern Creek	159	443	602	26.41
Hartstern	136	407	543	25.04
Hite	61	195	256	23.82
Jeffersontown	125	416	541	23.10
Johnsontown Road	118	187	305	41.89
Kenwood	127	337	464	27.37
Laukhuf	99	237	336	29.46
Layne	108	206	314	34.39
Luhr	80	235	315	25.39
Medora	61	163	224	27.23
Middletown	116	338	454	25.55
Minors Lane	136	249	385	35.32
Norton	164	317	481	34.09
Okolona	138	298	436	31.65
Sanders	92	158	250	36.80
Smyrna	121	255	376	32.18
Stonestreet	100	223	323	30.95
Watson Lane	198	318	516	38.37
Wheeler	105	281	386	27.20
Wilkerson	70	167	237	29.53
Wilt	78	225	303	25.74
Zachary Taylor	124	320	444	27.92
Totals	3,600	8,387	11,987	30.03
Middle	**Black**	**Other**	**Total**	**% Black**
Carrithers	203	441	644	31.52
Crosby	201	705	906	22.18
Frost	156	496	652	23.92
Knight	193	562	755	25.56
Lassiter	186	531	717	25.94
Stuart	343	1,118	1,461	23.47
Westport	316	524	840	37.61
Totals	1,598	4,377	5,975	26.74
High	**Black**	**Other**	**Total**	**% Black**
Eastern	311	1,203	1,514	20.54
Fairdale	270	820	1,090	24.77
Fern Creek	236	892	1,128	20.92
Jeffersontown	365	963	1,328	27.48
Moore	366	1,053	1,419	25.79
Southern	348	1,343	1,691	20.57
Valley	356	951	1,307	27.23
Totals	2,252	7,225	9,477	23.76
Outer County Totals	7,480	19,989	27,439	27.15
GRAND TOTALS	23,093	55,318	78,221	29.52

APPENDIX B

Administrators and Teachers in Jefferson County Public Schools
By Race and Geographic Region, 1987-88*

INNER COUNTY

	Administrators				Teachers				
Elementary	Blk	Oth	Tot	% Black	Blk	Oth	Tot	% Black	Singleton Gap
Atkinson	1	1	2	50.0	9	25	34	26.5	-3
Bloom	0	2	2	0.0	6	14	20	30.0	-2
Brandeis	0	2	2	0.0	3	19	22	13.6	+1
Breckinridge	1	1	2	50.0	4	17	21	19.0	0
Byck	0	2	2	0.0	8	22	30	26.7	-2
Carter Traditional	1	1	2	50.0	6	18	24	25.0	-2
Cochran	1	1	2	50.0	3	14	17	17.6	0
Coleridge Taylor	1	1	2	50.0	7	26	33	21.2	-1
Engelhard	1	1	2	50.0	6	20	26	23.1	-1
Foster	1	1	2	50.0	4	19	23	17.4	0
Franklin	1	1	2	50.0	2	11	13	15.4	0
Kennedy	2	0	2	100.0	6	16	22	27.3	-2
King	1	1	2	50.0	4	16	20	20.0	0
Lincoln	0	2	2	0.0	4	17	21	19.0	0
Maupin (formerly Parkland)	1	1	2	50.0	6	19	25	24.0	-1
McFerran	1	1	2	50.0	6	22	28	21.4	-1
Portland	1	1	2	50.0	6	17	23	26.1	-2
Roosevelt/Perry	0	2	2	0.0	5	20	25	20.0	0
Shelby	0	2	2	0.0	7	18	25	28.0	-2
Wheatley	0	2	2	0.0	5	18	23	21.7	-1
Young	0	2	2	0.0	7	25	32	21.9	-1
Totals	14	28	42	33.3	114	393	507	22.4	

									Singleton
Middle	Blk	Oth	Tot	% Black	Blk	Oth	Tot	% Black	Gap
Barrett	1	3	4	25.0	5	26	31	16.1	+1
Jefferson County Traditional	1	4	5	20.0	6	42	48	12.5	+3
Johnson	1	3	4	25.0	9	26	35	25.7	-3
Meyzeek	1	4	5	20.0	14	37	51	27.4	-5
Noe	1	4	5	20.0	7	34	41	17.1	+1
Western	1	3	4	25.0	10	32	42	23.8	-2
Totals	6	21	27	22.2	51	197	248	20.7	

									Singleton
High	Blk	Oth	Tot	% Black	Blk	Oth	Tot	% Black	Gap
Central	2	5	7	28.6	10	51	61	16.4	-3
duPont Manual	1	5	6	16.7	7	51	58	12.1	-1
Male Traditional	1	5	6	16.7	8	58	66	12.1	-1
Shawnee	2	4	6	33.3	11	42	53	20.7	-5
Totals	6	19	25	24.0	36	202	238	15.1	
Inner County Totals	26	68	94	27.7	201	792	993	20.2	

* Data for Appendix B is based on a count of professional staff made on 10/7/87 by the Jefferson County Public Schools.

APPENDIX B (Continued)

MIDDLE COUNTY

Elementary	Administrators Blk	Oth	Tot	% Black	Teachers Blk	Oth	Tot	% Black	Singleton Gap
Audubon Traditional	1	1	2	50.0	3	20	23	13.0	+1
Camp Taylor	0	2	2	0.0	2	27	29	6.9	+3
Cane Run	0	2	2	0.0	6	20	26	23.1	-1
Chenoweth	1	1	2	50.0	3	19	22	13.6	+1
Crums Lane	1	1	2	50.0	6	24	30	20.0	0
Dunn	1	1	2	50.0	5	23	28	17.9	0
Field	0	2	2	0.0	3	13	16	18.7	0
Frayser	1	1	2	50.0	6	25	31	19.4	0
Gilmore Lane	0	2	2	0.0	4	16	20	20.0	0
Goldsmith	0	2	2	0.0	2	29	31	6.4	+4
Greathouse/Shryock Traditional	0	2	2	0.0	4	20	24	16.7	0
Greenwood	0	2	2	0.0	3	15	18	16.7	0
Gutermuth	1	1	2	50.0	2	15	17	11.8	+1
Hawthorne	0	2	2	0.0	3	8	11	27.3	-1
Hazelwood	1	1	2	50.0	8	29	37	21.6	-1
Indian Trail	0	2	2	0.0	6	20	26	23.1	-1
Jacob	0	2	2	0.0	6	17	23	26.1	-2
Kerrick	1	1	2	50.0	4	16	20	20.0	0
Klondike Lane	0	2	2	0.0	5	23	28	17.9	0
Lowe	0	2	2	0.0	3	21	24	12.5	+1
Lowell	1	1	2	50.0	5	18	23	21.7	-1
Mill Creek	1	1	2	50.0	6	20	26	23.1	-1
Price	1	1	2	50.0	5	27	32	15.6	+1
Rangeland	0	2	2	0.0	7	16	23	30.4	-3
Rutherford	0	2	2	0.0	7	23	30	23.3	-1
Semple	1	1	2	50.0	4	20	24	16.7	0
Shacklette	1	1	2	50.0	3	13	16	18.7	0
Slaughter	1	1	2	50.0	4	19	23	17.4	0
St. Matthews	0	2	2	0.0	3	21	24	12.5	-1
Trunnell	0	2	2	0.0	4	17	21	19.0	0
Watterson	0	2	2	0.0	3	18	21	14.3	+1
Wellington	0	2	2	0.0	4	27	31	12.9	+2
Wilder	1	1	2	50.0	4	25	29	13.8	+1
Totals	15	51	66	22.7	143	664	807	17.7	

Middle	Blk	Oth	Tot	% Black	Blk	Oth	Tot	% Black	Singleton Gap
Bruce	1	3	4	25.00	9	28	37	24.3	-2
Conway	0	4	4	0.00	9	28	37	24.3	-2
Highland	0	4	4	0.00	4	36	40	10.0	+3
Iroquois	1	3	4	25.00	6	30	36	16.7	+1
Kammerer	1	4	5	20.00	6	39	45	13.3	+2
Myers	1	3	4	25.0	7	24	31	22.6	-1
Newburg	1	3	4	25.0	7	31	38	18.4	0
Southern	1	4	5	20.0	11	28	39	28.2	-4
Thomas Jefferson	1	6	7	14.3	10	55	65	15.4	+2
Williams (DuValle)	1	3	4	25.0	7	21	28	25.0	-2
Totals	8	37	45	17.8	76	320	396	19.2	

High	Blk	Oth	Tot	% Black	Blk	Oth	Tot	% Black	Singleton Gap
Atherton	1	5	6	16.7	6	62	68	8.1	+3
Ballard	1	7	8	12.5	5	73	78	6.4	+4
Butler	1	5	6	16.7	9	48	57	15.8	-3
Doss	1	7	8	12.5	7	65	72	9.7	+1
Iroquois	1	7	8	12.5	8	59	67	11.9	-1
Pleasure Ridge Park	1	7	8	12.5	7	77	84	8.3	+2
Seneca	3	5	8	37.5	11	60	71	15.5	-3
Waggener	1	6	7	14.3	6	56	62	9.7	+1
Western	1	5	6	16.7	5	48	53	9.4	+1
Totals	11	54	65	16.9	82	548	610	10.2	
Middle County Totals	34	142	176	19.3	281	1532	1813	15.5	

APPENDIX B (Continued)

OUTER COUNTY

Elementary	Administrators Blk	Oth	Tot	% Black	Teachers Blk	Oth	Tot	% Black	Singleton Gap
~~Auburndale~~	~~0~~	~~2~~	~~2~~	~~0.0~~	~~4~~	~~21~~	~~25~~	~~16.0~~	~~+1~~
Bates	1	1	2	50.0	1	12	13	7.7	+1
Blake	1	1	2	50.0	4	15	19	21.0	-1
Blue Lick	0	2	2	0.0	3	18	21	14.3	+1
Bowen	0	2	2	0.0	4	17	21	19.0	0
Cochrane	0	2	2	0.0	3	11	14	21.4	0
Coral Ridge	0	2	2	0.0	3	18	21	14.3	+1
Dixie	0	2	2	0.0	3	17	20	15.0	+1
Eisenhower	0	2	2	0.0	4	19	23	17.4	0
Fairdale	0	2	2	0.0	3	18	21	14.3	+1
Fern Creek	1	1	2	50.0	5	28	33	15.1	+1
Hartstern	0	2	2	0.0	6	23	29	20.7	-1
Hite	0	2	2	0.0	4	11	15	26.7	-1
Jeffersontown	1	1	2	50.0	5	23	28	17.9	0
Johnsontown Road	0	2	2	0.0	4	14	18	22.2	-1
Kenwood	0	2	2	0.0	5	22	27	18.5	0
Laukhuf	0	2	2	0.0	3	17	20	15.0	+1
Layne	0	2	2	0.0	4	13	17	23.5	-1
Luhr	1	1	2	50.0	3	17	20	15.0	+1
Medora	0	2	2	0.0	2	10	12	16.7	0
Middletown	1	1	2	50.0	3	22	25	12.0	+2
Minors Lane	0	2	2	0.0	4	18	22	18.2	0
Norton	1	1	2	50.0	3	23	26	11.5	+2
Okolona	0	2	2	0.0	3	19	22	13.6	+1
Sanders	0	2	2	0.0	2	10	12	16.7	0
Smyrna	0	2	2	0.0	4	19	23	17.4	0
Stonestreet	0	2	2	0.0	3	14	17	17.6	0
Tully	0	2	2	0.0	2	19	21	9.5	+2
Watson Lane	0	2	2	0.0	5	20	25	20.0	0
Wheeler	0	2	2	0.0	3	18	21	14.3	-1
Wilkerson	0	2	2	0.0	2	11	13	15.4	0
Wilt	1	1	2	50.0	2	15	17	11.8	+1
Zachary Taylor	0	2	2	0.0	3	21	24	12.5	+1
Totals	~~8~~	~~58~~	~~66~~	~~12.1~~	~~112~~	~~573~~	~~685~~	~~16.3~~	

Middle	Blk	Oth	Tot	% Black	Blk	Oth	Tot	% Black	Singleton Gap
~~Caffrithers~~	~~1~~	~~3~~	~~4~~	~~25.0~~	~~4~~	~~26~~	~~30~~	~~13.3~~	~~+2~~
Crosby	1	3	4	25.0	7	36	43	16.3	+1
Frost	1	3	4	25.0	6	26	32	18.7	0
Knight	1	3	4	25.0	8	30	38	21.0	-1
Lassiter	1	3	4	25.0	4	34	38	10.5	+3
Stuart	1	6	7	14.3	9	57	66	13.6	+3
Westport	1	3	4	25.0	7	34	41	17.1	+1
Totals	~~7~~	~~24~~	~~31~~	~~22.6~~	~~45~~	~~243~~	~~288~~	~~15.6~~	

High	Blk	Oth	Tot	% Black	Blk	Oth	Tot	% Black	Singleton Gap
~~Eastern~~	~~1~~	~~7~~	~~8~~	~~12.5~~	~~6~~	~~72~~	~~78~~	~~7.7~~	~~+3~~
Fairdale	1	6	7	14.3	6	61	67	9.0	+1
Fern Creek	1	5	6	16.7	7	50	57	12.3	-1
Jeffersontown	1	6	7	14.3	6	58	64	9.4	+1
Moore	2	6	8	25.0	11	62	73	15.0	-3
Southern	1	7	8	12.5	6	77	83	7.2	+3
Valley	1	6	7	14.3	8	57	65	12.3	-1
Totals	~~8~~	~~43~~	~~51~~	~~15.7~~	~~50~~	~~437~~	~~487~~	~~10.3~~	
Outer County Totals	23	125	148	15.5	207	1253	1460	14.2	
GRAND TOTALS	83	335	418	19.9	689	3577	4266	16.1	

APPENDIX B (Continued)

VOCATIONAL SCHOOLS

School	Administrators				Teachers			
	Blk	Oth	Tot	% Black	Blk	Oth	Tot	% Black
Ahrens	0	2	2	0.0	2	19	21	9.5
Detrick	1	2	3	33.3	6	21	27	22.2
Fairdale	1	1	2	50.0	1	14	15	6.7
Jeffersontown	0	2	2	0.0	0	18	18	0.0
Lyndon	0	3	3	0.0	3	14	17	17.6
Mill Creek	1	2	3	33.0	4	13	17	23.5
Pleasure Ridge Park	0	2	2	0.0	0	22	22	0.0
Westport	0	2	2	0.0	1	10	11	9.1
Vocational School Totals	3	17	20	15.0	17	131	148	11.5

APPENDIX D

JEFFERSON COUNTY PUBLIC SCHOOL STUDENTS IN REGULAR AND ADVANCE PROGRAMS BY RACE

1987-88

Elementary		Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Total		
		B	O	%B	B	O	%B	B	O	%B	B	O	%B	B	O	%B	B	TOT	%B
Auburndale	R	27	49	35.52	20	37	35.08	29	46	38.66	21	39	35.00	17	40	29.82	114	325	35.07
	A	0	0	0.00	1	8	11.11	0	24	0.00	2	19	9.52	2	24	7.69	5	80	6.25
Bloom	R	21	39	35.00	18	34	34.61	12	26	31.57	19	31	38.00	12	24	33.33	82	236	34.74
	A	0	0	0.00	1	25	3.84	0	25	0.00	5	17	22.72	1	17	5.55	7	90	7.77
Col. Taylor	R	20	32	38.46	29	19	60.41	26	23	53.06	15	33	31.25	18	20	47.36	108	235	45.95
	A	3	41	6.81	1	72	1.36	1	70	1.40	0	54	0.00	5	72	6.49	10	319	3.13
Dixie	R	26	52	33.33	30	48	38.46	22	35	38.59	24	46	34.28	15	36	29.41	117	334	35.02
	A	0	0	0.00	0	0	0.00	0	1	0.00	0	0	0.00	0	0	0.00	0	1	0.00
Dunn	R	27	54	33.33	10	50	16.66	15	26	36.58	15	32	31.91	16	42	27.58	83	287	28.91
	A	0	0	0.00	1	36	2.70	3	29	9.37	1	32	3.03	5	30	14.28	10	137	7.29
Eisenhower	R	10	49	16.94	8	29	21.62	18	20	47.36	11	31	26.19	13	35	27.08	60	224	26.78
	A	0	0	0.00	5	16	23.80	2	22	8.33	3	24	11.11	9	30	23.07	19	111	17.11
Fern Creek	R	26	81	24.29	23	61	27.38	27	52	34.17	21	55	27.63	24	43	35.82	121	413	29.29
	A	0	1	0.00	5	19	20.83	5	19	20.83	9	20	31.03	10	64	13.51	29	152	19.07
Goldsmith	R	10	65	13.33	32	49	39.50	28	55	33.73	18	46	28.12	22	47	31.88	110	372	29.56
	A	0	0	0.00	0	23	0.00	2	23	8.00	4	23	14.81	7	22	24.13	13	104	12.50
Hite	R	12	20	37.50	4	16	20.00	8	18	30.76	15	30	33.33	9	25	26.47	48	151	30.57
	A	0	0	0.00	1	15	6.25	1	18	5.26	3	25	10.71	1	16	5.88	6	79	7.59
Kerrick	R	18	38	32.14	10	13	43.47	12	30	28.57	10	20	33.33	15	24	38.46	65	190	34.21
	A	0	0	0.00	6	19	24.00	10	31	24.39	4	20	16.66	8	21	27.58	28	118	23.72
Lowe	R	27	79	25.47	18	34	34.61	11	39	22.00	24	36	40.00	16	30	34.78	96	314	30.57
	A	0	0	0.00	0	16	0.00	1	22	4.34	1	31	3.12	0	28	0.00	2	99	2.02
Maupin	R	27	42	39.13	38	38	50.00	35	60	41.17	21	39	35.00	16	31	34.04	137	337	40.65
	A	0	0	0.00	0	0	0.00	0	1	0.00	0	0	0.00	0	0	0.00	0	1	0.00

APPENDIX D (Continued)

Elementary		Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Total		
		B	O	%B	B	O	%B	B	O	%B	B	O	%B	B	O	%B	B	TOT	%B
Price	R	19	37	33.92	27	44	38.02	32	28	53.33	15	23	39.47	20	29	40.81	113	274	41.24
	A	0	10	0.00	3	18	14.28	2	61	3.17	2	56	3.44	9	58	13.43	16	219	7.30
St. Matthews	R	14	50	21.87	21	33	38.88	12	24	33.33	17	26	39.53	20	25	44.44	84	242	34.71
	A	0	0	0.00	0	25	0.00	2	32	5.88	5	33	13.15	1	48	2.04	8	145	5.51
Whitney Young	R	37	39	48.68	36	42	46.15	41	30	57.74	35	36	49.29	28	16	63.63	177	340	52.05
	A	2	10	16.66	2	38	5.00	5	37	11.90	2	43	4.44	3	46	6.12	14	188	7.44
Wilder	R	31	54	36.47	22	54	28.94	15	29	34.09	21	37	36.20	13	23	36.11	102	299	34.11
	A	0	25	0.00	3	39	7.14	5	44	10.20	4	53	7.01	4	53	7.01	16	230	6.95
Z. Taylor	R	30	62	32.60	24	45	34.78	20	46	30.30	14	40	25.92	17	38	30.90	105	336	31.25
	A	0	0	0.00	3	10	23.07	0	21	0.00	2	18	10.00	2	22	8.33	7	78	8.97
TOTALS		387	929	29.40	402	1,025	28.17	402	1,057	27.55	363	1,068	25.36	358	1,079	24.91	1,912	7,070	27.04

APPENDIX D (Continued)
Middle

Middle		Grade 6			Grade 7			Grade 8			Total		
		B	O	%B	B	O	%B	B	O	%B	B	TOT	%B
Crosby	R	62	166	27.19	45	140	24.32	39	164	19.21	146	616	23.70
	A	6	76	7.31	4	55	6.77	7	77	8.33	17	225	7.55
Highland	R	63	124	33.68	49	126	28.00	64	111	36.57	176	537	32.77
	A	1	52	1.88	8	60	11.76	3	49	5.76	12	173	6.93
Johnson	R	75	94	44.37	67	87	43.50	85	90	48.57	227	498	45.58
	A	3	22	12.00	5	14	26.31	5	23	17.85	13	72	18.05
Kammerer	R	68	152	30.90	56	157	26.29	47	136	25.68	171	616	27.75
	A	9	111	7.50	6	91	6.18	4	75	5.06	19	296	6.41
Meyzeek	R	66	157	29.59	79	156	33.61	92	126	42.20	237	676	35.05
	A	3	21	12.50	12	32	27.27	6	26	18.75	21	100	21.00
Newburg	R	94	118	44.33	84	115	42.21	62	137	31.15	240	610	39.34
	A	2	15	11.76	5	16	23.80	0	0	0.00	7	38	18.42
Noe	R	75	127	37.12	79	130	37.79	71	119	37.36	225	601	37.43
	A	14	32	30.43	7	26	21.21	12	28	30.00	33	119	27.73
Stuart	R	114	301	27.46	115	261	30.58	68	278	19.65	297	1,137	26.12
	A	8	91	8.08	6	67	8.21	5	49	9.25	19	226	8.40
T. Jefferson	R	76	241	23.97	86	248	25.74	87	254	25.51	249	992	25.10
	A	11	53	17.18	6	34	15.00	16	60	21.05	33	180	18.33
Westport	R	90	115	43.90	95	102	48.22	91	125	42.12	276	618	44.66
	A	6	53	10.16	3	45	6.25	0	42	0.00	9	149	6.04
TOTALS		846	2,121	28.51	817	1,962	29.39	764	1,969	27.95	2,427	8,479	28.62

APPENDIX D (Continued)

High		Grade 9			Grade 10			Grade 11			Grade 12			Total		
		B	O	%B	B	O	%B	B	O	%B	B	O	%B	B	TOT	%B
Atherton	R	64	141	31.21	61	159	27.72	50	191	20.74	43	131	24.71	218	840	25.95
	A	1	34	2.85	0	44	0.00	2	51	3.77	0	40	0.00	3	172	1.74
Ballard	R	87	169	33.98	82	221	27.06	76	233	24.59	52	229	18.50	297	1,149	25.84
	A	7	66	9.58	3	82	3.52	3	82	3.52	1	74	1.33	14	318	4.40
Central	R	97	216	30.99	90	183	32.96	90	95	48.64	62	80	43.66	339	913	37.13
	A	3	10	23.07	5	13	27.77	2	0	100.00	0	5	0.00	10	38	26.31
Eastern	R	82	210	28.08	85	244	25.83	46	273	14.42	45	258	14.85	258	1,243	20.75
	A	3	47	6.00	1	37	2.63	4	52	7.14	3	50	5.66	11	197	5.58
Manual	R	81	196	29.24	83	150	35.62	108	175	38.16	67	148	31.16	339	1,008	33.63
	A	7	43	14.00	3	27	10.00	5	37	11.90	1	16	5.88	16	139	11.51
PRP	R	82	250	24.69	80	253	24.02	67	265	20.18	66	245	21.22	295	1,308	22.55
	A	3	74	3.89	6	43	12.24	4	45	8.16	5	69	6.75	18	249	7.22
Seneca	R	110	132	45.45	102	104	49.51	107	142	42.97	90	165	35.29	409	952	42.96
	A	0	60	0.00	12	60	16.66	6	64	8.57	2	52	3.70	20	256	7.81
Waggener	R	74	118	38.54	86	170	33.59	97	176	35.53	66	177	27.16	323	964	33.50
	A	1	26	3.70	0	23	0.00	0	23	0.00	0	32	0.00	1	105	0.95
TOTALS		702	1,792	28.14	699	1,813	27.82	667	1,904	25.94	503	1,771	22.11	2,571	9,851	26.09

Bibliography of Related Publications

Inner-County Boundary Adjustments Pull Nearly All Schools Within Guidelines 1986-87, a report on the large desegregation gains made by the Jefferson County Public Schools after adjustments to its geographic/alphabetical assignment plan increased the number of black elementary students bused for desegregation purposes from the inner-county to the outer-county schools. 48 pp. February 1987.

New Elementary and Middle School Assignment Plans Creating Dual School System 1985-86, a report which shows how the geographic assignment plan increased the concentration of black students in inner-county schools and pushed school compliance to the worst level since school desegregation began if measured by the revised enrollment guidelines. 71 pp. November 1986.

Resegregation Worsens Under New Desegregation Plan 1984-85, shows that the geographic plan begun in the high schools increased the concentration of black students in city-area schools and increased the concentration of white students in outer-county schools. Black and white teachers and administrators were also predominantly assigned to each set of high schools. 38 pp. May 1985.

Jefferson County School Officials Allow Continued Resegregation 1983-84, shows how the cumulative actions and inaction of school officials created "seemingly unmanageable problems" which undermined the alphabetical assignment plan and brought segregation to an eight-year high. 35 pp. May 1984.

School and Housing Desegregation are Working Together in Louisville and Jefferson County 1975-1983, documents the progress the Louisville-area community has made in housing desegregation and education under a school desegregation plan which has been praised nationally. 51 pp. May 1983.

Jefferson County School Resegregation Increases 1982-83, a report which illustrates how the Jefferson County Public Schools "permitted an almost across-the-board return toward the segregated school system which existed before 1975." 31 pp. March 1983.

Nine Former Black Schools and Three Former White Schools Remain Outside Student Segregation Limits 1981-82, shows that the higher proportions of black students and teachers in the schools of the West End and Newburg overshadow the many accomplishments of school desegregation. 16 pp. June 1982.

Student Imbalance Shifts to Former Black Schools as 12 Schools Remain Outside Desegregation Guidelines 1980-81, a report analyzing black student residency and teacher assignment data. 17 pp. October 1981.

Jefferson County School Desegregation Unfinished, a report on the status of school desegregation in Jefferson County for the 1978-79 and 1979-80 school years. Figures show that student desegregation has improved but teacher desegregation is still below the desired criteria. 19 pp. May 1980.

Jefferson County Schools Miss Desegregation Goals, a report on the final year of desegregation under supervision of the U.S. District Court. This compilation of three interim reports covers administration, faculty and student desegregation for 1977-78. Includes the article "Children Can Gain From Desegregation" by Robert L. Green, Terry Canup, and Patricia Hebert. 111 pp. April 1978.

Vestiges of Segregation Remain in Jefferson County Schools, a report on school desegregation for the 1976-77 school year. 34 pp. February 1977.

Segregation Persists in Jefferson County Schools 1975-76, a report on implementation of federal school desegregation plan. 33 pp. April 1976.

Southern Cities - Except Louisville - Desegregate Schools, a comparison of Louisville with 10 major school systems in southern states shows that Louisville has the worst record in both student and faculty desegregation. 12 pp. May 1972.

Louisville School System Retreats to Segregation, a report documenting racial isolation of students in Louisville public schools, 1956-1971; shows failure of school system in student and faculty desegregation. 36 pp. March 1972.

Copies of these reports are available from the Kentucky Commission on Human Rights.

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Under the Kentucky Civil Rights Act of 1966, KRS 344.190 (11), the Commission has the duty "to make studies appropriate to effectuate the purpose and policies of this chapter and to make the results thereof available to the public."

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Printed with State funds, July 1988.